

Primary Indicator: Academic Performance

The Academic Performance Indicator is the primary indicator used in renewal decisions. It is made up of two levels of criteria. In the first level, School Performance, the school's performance in the state accountability system and school-set goals are used to determine if the school is a highly performing school in Rhode Island. If a school does not meet the required measures for each criteria in School Performance, the second level of criteria, School Comparison, are included in the school's performance analysis. The criteria of both levels will be evaluated on an annual basis.

School Performance

Measures the school's performance in the state accountability system and school-specific goals set at the time of Charter issue/renewal to determine if the school is a highly performing school in Rhode Island.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
A.1 is rated as "Meets" or "Exceeds."	A.1 is rated as "Meets" or "Exceeds."	A.1 is rated as "Approaches."	A.1 is rated as "Does Not Meet."
AND	AND	AND	AND
A.2 is rated as "Exceeds."	A.2 is rated as "Meets" or "Does Not Meet."	A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."	A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."

1.A1 Statewide School Accountability System

Is the school demonstrating student performance based on the State Accountability System?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
School is at "Commended" level	School is at "Leading" or "Typical" level	School is at "Warning" level	School is at "Focus" or "Priority" level

1.A2 Academic School-Specific Goals

Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter? Note: School-specific goals are optional. If no goals were set at the time of Charter issue/renewal this criteria will not be considered.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

School Comparison

If a school does not at least "Meet Expectations" in School Performance, then the following criteria will be considered.

Annual Rating

The annual rating summarizes the performance on the indicator's criteria.

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND B.1 is rated as "Meets" or "Exceeds."	For A.2, B.2 and B.3, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds." OR B.1 is rated as "Approaches."	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."

1.B1 Proficiency Compared to Enrolling Districts

Are students in the school performing well on the state assessment in comparison to their home district?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
<p>The charter school proficiency rate, minus the error value is at 15 percentage points or more the weighted average proficiency rate of enrolling districts in both Math and ELA.</p> <p>OR</p> <p>The weighted average proficiency rate of enrolling districts is above 85% and the charter school proficiency rate minus the error value is greater than the weighted average proficiency rate of enrolling districts</p>	<p>The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value*.</p>	<p>The weighted average proficiency level of enrolling districts in both Math and ELA is equal to or within the charter school's performance range values*.</p>	<p>The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.</p>

*Each [school's report card](#) contains a published error rate for proficiency, creating a performance range. 2015 report cards are baseline and do not have an error value

**To be considered above 85% the charter school's proficiency rate minus the error band must be equal to or greater than 85%.

1.B2 Subgroup Proficiency

Are students in established demographic subgroups achieving proficiency?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The percent of proficient students in each subgroup falls within the top two ranges* of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in each subgroup falls within the middle range* of scores as published for the school accountability system for both Math and ELA.	The percent of proficient students in one subgroup falls within the bottom two ranges* of scores as published for the school accountability system for Math, ELA, or both.	The percent of proficient students in two or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system for Math, ELA or both.

** Refer to the proficiency cut scores published on page 7 of [the technical bulletin](#) for the statewide accountability system. There are five ranges established for percent of students proficient.*

1.B3 Growth (Middle / Elementary)

Is the school increasing academic performance of all of its students?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's median student growth percentile falls within the top two ranges* of scores as published for the school accountability system	The school's median student growth percentile falls within the middle range* of scores as published for the school accountability system.	The school's median student growth percentile falls within the bottom two ranges* of scores as published for the school accountability system	The school's median student growth percentile falls within the bottom two ranges* of scores as published for the school accountability system
AND	AND	OR	AND
The median student growth percentile of each subgroup falls within the top two ranges* of scores as published for the school accountability system	The median student growth percentile of each subgroup falls within the middle range* of scores as published for the school accountability system.	The median student growth percentile of one or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system	The median student growth percentile of one or more subgroups falls within the bottom two ranges* of scores as published for the school accountability system

** Refer to the growth cut scores published on page 11 of [the technical bulletin](#) for the statewide accountability system. There are five ranges established for growth.*

1.B3 Graduation Rate (High Schools)

Are the students who attend the school graduating?

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
The school's graduation rate equal to or above 90.*	The school's graduation rate is equal to 85 and less than the 90.*	The school's graduation rate is equal to 75 and less than the 85.*	The school's graduation rate is below 75.*

** These ranges will mirror the CIS. Current percentages are based on cut scores that would earn 4 points in the CIS calculation and could change each year.*